# Texas Education Agency
## Standard Application System (SAS)

### 2017–2018 Perkins Reserve Grant

| | | FOR TEA USE ONLY Write NOGA ID here |
|---|---|---|
| **Program authority:** | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1) | |
| **Grant Period:** | November 13, 2017, to August 31, 2018 | |
| **Application deadline:** | 5:00 p.m. Central Time, September 26, 2017 | Place date stamp here |
| **Submittal information:** | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | |
| **Contact information:** | Diane Salazar: diane.salazar@tea.texas.gov; (512) 936-6060 | |

### Schedule #1—General Information

## Part 1: Applicant Information

| Organization name | County-District # | | | Amendment # | |
|---|---|---|---|---|---|
| Snyder ISD | 208902 | | | | |
| Vendor ID # | ESC Region # | | | | |
| | 14 | | | | |

| Mailing address | | | City | State | ZIP Code |
|---|---|---|---|---|---|
| 2901 37th Street | | | Snyder | TX | 79549 |

### Primary Contact

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Rachael | J | McClain | Assistant Superintendent CI |
| Telephone # | Email address | | FAX # |
| 325-574-8900 | rmcclain@snyderisd.net | | 325-573-9025 |

### Secondary Contact

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Janell | | Martin | High School Principal |
| Telephone # | Email address | | FAX # |
| 325-574-8800 | jmartin@snyderisd.net | | 325-573-9025 |

## Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| J | E | Bland | Superintendent |
| Telephone # | Email address | | FAX # |
| 325-574-8900 | ebland@snyderisd.net | | 325-573-9025 |

Signature (blue ink preferred)        Date signed

10/21/17

Only the legally responsible party may sign this application

701-17-103-083

## Schedule #1—General Information

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
|---|---|

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | ☐ |
| 8 | Professional and Contracted Services (6200) | | ☐ |
| 9 | Supplies and Materials (6300) | | ☐ |
| 10 | Other Operating Costs (6400) | | ☐ |
| 11 | Capital Outlay (6600) | | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 17 | Responses to TEA Requirements | ☒ | ☐ |
| 18 | Equitable Access and Participation | ☒ | ☐ |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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## Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
|---|---|

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| No program-related attachments are required for this grant. | | |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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## Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
|---|---|

**Part 3: Program-Specific Provisions and Assurances**

☒    I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference. |
| 4. | The applicant assures that its ability is to meet the 20% match requirement. |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan. |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s). |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s). |

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| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

## Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

## Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

## Part 3: Revised Budget

| | | | A | B | C | D |
|---|---|---|---|---|---|---|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | $ | $ | $ | $ |
| 2. | Schedule #8: Contracted Services | 6200 | $ | $ | $ | $ |
| 3. | Schedule #9: Supplies and Materials | 6300 | $ | $ | $ | $ |
| 4. | Schedule #10: Other Operating Costs | 6400 | $ | $ | $ | $ |
| 5. | Schedule #11: Capital Outlay | 6600 | $ | $ | $ | $ |
| 6. | Total costs: | | $ | $ | $ | $ |

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## Schedule #4—Request for Amendment (cont.)

| County-district number or vendor ID: | Amendment # (for amendments only): |
|---|---|

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. *Only one Focus Area may be selected per application, limit of two applications per LEA* (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Snyder ISD is located in a booming energy market with oil, wind, and solar ventures continuing to expand at a solid pace. With 4 new wind farms, a new solar array, and on-going oil and gas development in the Cline Shale, the need for skilled labor in the STEM fields is growing. In 2015, Snyder High School applied for and was awarded with a T-STEM designation and the Tiger STEA$^2$M Academy was launched. Since 2015, the program has expanded into all grade levels with inquiry-based learning options, afterschool STEM partnerships through the 21$^{st}$ Century ACE Grant, and T-STEM cohorts starting at the 6$^{th}$ grade level.

Snyder ISD seeks to expand STEM offerings at the high school level to build several well-supported pathway options under the STEM umbrella for students wishing to pursue STEM-related careers and college experiences. The Tiger STEA$^2$M Academy offers coherent sequences of instruction in the following areas:
- Science (five science classes including an honors STEM Applications Class, Physics, or Principles of Technology, eligible for STEM endorsement)
- Math (five math classes including Algebra II and dual credit math classes, eligible for STEM endorsement)
- Computer Science (eligible for STEM endorsement)
- Energy & Drones (eligible for STEM endorsement)
- Healthcare Science (including Anatomy & Physiology and/or Micro-Medical Biology, eligible for public service endorsement)
- Agriculture (eligible for business and industry endorsement).

**STEM Coordinator**
In order to expand the STEM offerings for Snyder ISD students, the district plans to implement a high school STEM Coordinator to monitor and enhance cohort opportunities for students entering high school from the middle school level. The STEM Coordinator will function in the role of academic and career advisor for STEM students as well as instructional coach for the high school teachers to continue to integrate inquiry-based learning processes in all classes. The STEM Coordinator will provide support for students and parents through the dual credit enrollment process for both Western Texas College and an OnRamps program. Through partnerships with higher education institutions, students can earn post-secondary degrees in Oil Energy, Wind Energy, Associates of Arts, or Associates of Science.

**AVID**
The Snyder Junior High currently offers an AVID program for students in order to better prepare students for the rigors of high school and early college options. Students in the AVID program are typically struggling learners or potential first generation college students. The District plans to add AVID to the high school campus in order to continue the support for all levels of students. AVID will be an application-based program available to students in the STEM CTE pathways. Grant funds will be used to provide teacher training, a

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| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

dedicated AVID teacher for grade-level support, and college students to function as tutors for the AVID students.

**Genius Hour**
Genius Hour will be an afterschool program targeting STEAM students through partnerships with campus CTSOs including DECA, FFA, and SkillsUSA. CTSOs provide students with hands-on, authentic experiences to enhance their educational experiences. Genius Hour will be a collaborative effort between core science and math teachers to develop competitive-based projects for student competition in CTSOs. The campus will also use Genius Hour to develop capstone experiences for students, personalized project-based instruction, STEAM Sciences and DECA

**Program/Pathway Enhancement**
Each of the CTE pathways in existence will be enhanced through the addition of required certifications before the end of the pathway, capstone experiences and portfolios for students in the pathways, and collaborative activities between core and CTE classes. A Genes in Space program will be added to expand options for students in the healthcare science, agricultural science, and STEM science classes that will focus on biotechnology and microbiology. The current energy CTE courses will be enhanced through the addition of a drone education program leading to a drone certification. A Seaperch Robotics program will be added to provide students with career plans in engineering. Professional development will be provided to faculty to increase use of inquiry-based learning.

**District STEM Lab**
Through a partnership with the 21st Century CCL (ACE) grant-funded program, Snyder ISD, and additional grant fund sources, Snyder ISD is building a district-wide STEM lab to encourage all students to increase interest in STEM-related careers and teachers in inquiry-based learning. The STEM Lab is located centrally to all campuses and will feature complete STEM kits with lesson plans aligned to core TEKS, a makerspace area and supplies, flight simulators for drone education programs, 3D printers, digital media and art rooms, robotics, and drones. The open space allows for classes to meet in the district lab for instruction, guest speakers, and collaborative learning through flexible seating, projection equipment, and creative design options. Perkins Reserve Funds will be used to enhance 9-12 grade offerings.

**Science Outreach Collaborative**
A collaborative program to connect students with college level contacts and professional business professionals will be established as part of the STEM experience for students in the Snyder STEA$^2$M program. Through mentors, internships, and job shadowing experiences, students can network with college level students at a local community college, university level students at 4-year institutions, and professionals in the Snyder area, as well as virtually.

**Capstone Portfolios and Projects**
Students in the STEM program will be expected to build a digital portfolio and create a capstone project that is developed over their high school career. As part of their senior level experience, students will be expected to share with the Snyder community their efforts through a trade show experience of all capstone projects.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 208902 | | | | Amendment # (for amendments only): | | |
|---|---|---|---|---|---|---|

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

| Grant period: November 13, 2017, to August 31, 2018 | | | Fund code: 244 | | | |
|---|---|---|---|---|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Match |
|---|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $100,000 | $ | $100,000 | $50,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $10,000 | $ | $10,000 | $5,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $75,000 | $ | $75,000 | $60,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $5,000 | $ | $5,000 | $ |
| Schedule #11 | Capital Outlay (6600) | 6600 | $ | $ | $ | $ |
| Grand total of budgeted costs (add all entries in each column): | | | $190000 | $ | $190000 | $115,000 |

| **Administrative Cost Calculation** | | |
|---|---|---|
| Enter the total grant amount requested: | | $75,000 |
| Percentage limit on administrative costs established for the program (5%): | | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | | $3750 |

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| Schedule #7—Payroll Costs (6100) | | | | | |
|---|---|---|---|---|---|
| County-district number or vendor ID: 208902 | | | Amendment # (for amendments only): | | |
| **Employee Position Title** | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Match |
| **Academic/Instructional** | | | | | |
| 1 | | | | $ | $ |
| 2 | Educational aide | 2 | | $20,000 | 0 |
| 3 | Tutor | | | | |
| **Program Management and Administration** | | | | | |
| 4 | Project director | | | $ | $ |
| 5 | Project coordinator | | 1 | $30,000 | $30,000 |
| 6 | Teacher facilitator | | | $ | $ |
| 7 | Teacher supervisor | | | $ | $ |
| 8 | Secretary/administrative assistant | | | $ | $ |
| 9 | Data entry clerk | | | $ | $ |
| 10 | Grant accountant/bookkeeper | | | $ | $ |
| 11 | Evaluator/evaluation specialist | | | $ | $ |
| **Auxiliary** | | | | | |
| 12 | Counselor | | | $ | $ |
| 13 | Social worker | | | $ | $ |
| 14 | Community liaison/parent coordinator | | 1 | $ | 20,000 |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| **Other Employee Positions** | | | | | |
| 21 | Title | | | $ | $ |
| 22 | Title | | | $ | $ |
| 23 | Title | | | $ | $ |
| 24 | | Subtotal employee costs: | | | $ | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | | |
| 25 | 6112 | Substitute pay | | | $ | $ |
| 26 | 6119 | Professional staff extra-duty pay | | | $ | $ |
| 27 | 6121 | Support staff extra-duty pay | | | $ | $ |
| 28 | 6140 | Employee benefits | | | $ | $ |
| 29 | 61XX | Tuition remission (IHEs only) | | | $ | $ |
| 30 | | Subtotal substitute, extra-duty, benefits costs | | | $ | $ |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | | $50,000 | $50,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #8—Professional and Contracted Services (6200)

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
|---|---|

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

### Professional and Contracted Services Requiring Specific Approval

| | Expense Item Description | Grant Amount Budgeted | Match |
|---|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land | $ | $ |
| | Specify purpose: | | |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ | $ |

### Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted | Match |
|---|---|---|---|
| 1 | AVID | $5,000 | 5,000 |
| 2 | | $ | $ |
| 3 | | $ | $ |
| 4 | | $ | $ |
| 5 | | $ | $ |
| 6 | | $ | $ |
| 7 | | $ | $ |
| 8 | | $ | $ |
| 9 | | $ | $ |
| 10 | | $ | $ |
| 11 | | $ | $ |
| 12 | | $ | $ |
| 13 | | $ | $ |
| 14 | | $ | $ |
| b. | Subtotal of professional and contracted services: | $ | $ |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | $ | $ |
| | (Sum of lines a, b, and c) Grand total | $ | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | | |
|---|---|---|---|
| County-District Number or Vendor ID: 208902 | Amendment number (for amendments only): | | |
| **Supplies and Materials Requiring Specific Approval** | | | |
| | | Grant Amount Budgeted | Match |
| 6300 | Total supplies and materials that do not require specific approval: | $15,000 | 60,000 |
| | Grand total: | $15,000 | 60,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 208902 | Amendment number (for amendments only): | |
| **Expense Item Description** | **Grant Amount Budgeted** | **Match** |
| 6413 Stipends for non-employees other than those included in 6419 | $ | $ |
| 6419 Non-employee costs for conferences. Requires pre-authorization in writing. | $ | $ |
| Subtotal other operating costs requiring specific approval: | $ | $ |
| Remaining 6400—Other operating costs that do not require specific approval: | $5000 | $ |
| Grand total: | $5000 | $ |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #11—Capital Outlay (6600)

| County-District Number or Vendor ID: 208902 | | | Amendment number (for amendments only): | | |

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Match |
|---|---|---|---|---|---|
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | | |
| 1 | | N/A | N/A | $ | $ |
| **66XX—Computing Devices, capitalized** | | | | | |
| 2 | | | $ | $ | $ |
| 3 | | | $ | $ | $ |
| 4 | | | $ | $ | $ |
| 5 | | | $ | $ | $ |
| 6 | | | $ | $ | $ |
| 7 | | | $ | $ | $ |
| 8 | | | $ | $ | $ |
| 9 | | | $ | $ | $ |
| 10 | | | $ | $ | $ |
| 11 | | | $ | $ | $ |
| **66XX—Software, capitalized** | | | | | |
| 12 | | | $ | $ | $ |
| 13 | | | $ | $ | $ |
| 14 | | | $ | $ | $ |
| 15 | | | $ | $ | $ |
| 16 | | | $ | $ | $ |
| 17 | | | $ | $ | $ |
| 18 | | | $ | $ | $ |
| **66XX—Equipment, furniture, or vehicles** | | | | | |
| 19 | | | $ | $ | $ |
| 20 | | | $ | $ | $ |
| 21 | | | $ | $ | $ |
| 22 | | | $ | $ | $ |
| 23 | | | $ | $ | $ |
| 24 | | | $ | $ | $ |
| 25 | | | $ | $ | $ |
| 26 | | | $ | $ | $ |
| 27 | | | $ | $ | $ |
| 28 | | | $ | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | | |
| 29 | | | | $ | $ |
| | | | Grand total: | $ | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|---|---|---|---|
| Economically disadvantaged | 261 | 35% | Program will be open to all SHS students based upon their interest and application to program. |
| Limited English proficient (LEP) | 34 | 5% | Program will be open to all SHS students based upon their interest and application to program. |
| Attendance rate | NA | 94% | Program will be open to all SHS students based upon their interest and application to program. |
| Annual dropout rate (Gr 9-12) | NA | 1.1% | Program will be open to all SHS students based upon their interest and application to program. |
| **Teacher Category** | **Teacher Number** | **Teacher Percentage** | **Comment** |
| 1-5 Years Exp. | 10 | 18.3% | Based on 16-17 TAPR Reports |
| 6-10 Years Exp. | 12.7 | 22.4% | Based on 16-17 TAPR Reports |
| 11-20 Years Exp. | 9.5 | 16.8% | Based on 16-17 TAPR Reports |
| 20+ Years Exp. | 14.1 | 24.9% | Based on 16-17 TAPR Reports |
| No degree | 2.4 | 4.2% | Based on 16-17 TAPR Reports |
| Bachelor's Degree | 37.4 | 66% | Based on 16-17 TAPR Reports |
| Master's Degree | 16.9 | 29.8% | Based on 16-17 TAPR Reports |
| Doctorate | 0 | 0 | Based on 16-17 TAPR Reports |

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type: | ☒ Public | ☐ Open-Enrollment Charter | ☐ Private Nonprofit | ☐ Private For Profit | ☐ Public Institution |
|---|---|---|---|---|---|

**Students**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 209 | 165 | 186 | 171 | 731 |

**Teachers**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | 56.7 |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Following an analysis of campus and district level STAAR performance, student, parent, and community survey data, TAPR reports, PBMAS data, and staff turnover rates, the campus leadership team along with the district leadership team, the DCSI, and PSP, conducted a needs assessment using the TAIS process. The TAIS process identifies targeted areas of needed improvement by using a collaborative effort to identify a root cause of the problem areas. Once a root cause was identified, the CLT and DLT developed goals to address the needs. The Site-Based Decision Making Committee for the campus and the District Education Improvement Committee were presented with the needs assessment analysis and results for input and improvement.

The district has also completed Lonestar Governance Training for the Board of Trustees as provided by TEA. Through the Lonestar Governance process, the district has developed goals to address the areas of needed improvement, goal progress measures, interventions, and a reporting schedule for data to be shared with the Board of Trustees.

The district has identified three priority areas based upon student achievement and overall performance. Targeted areas of need are as follows:

- The Snyder ISD ELAR average academic performance level is below state standard and state average group score performance.
- Snyder ISD all students' performance growth measure in 2017 scores a baseline score of 52%, which is below the state average of 61%.
- Eighteen percent of the graduating class earned postsecondary credit or certifications prior to graduating in 2017 with 56.4% of the students continuing to college following graduation.

The high school campus has identified four priority areas based upon student achievement and overall performance. The targeted areas of need are as follows:

- English I and II EOC scores are significantly below the state average at 41% overall as compared to 61% at the state level.
- The campus is not successfully addressing performance gaps for low socio-economic students (ECD) in all core subjects with a 11% gap between overall student performance and ECD student performance at the approaches grade level, 8% gap at the meets grade level, and 2% at the masters grade level.
- The special populations of SHS perform significantly below the overall student group with 22% average performance for Special Education and 40% average performance for ELL students.
- Although many of the students are completing coherent CTE classes, the student body is not awarded high percentages of college credit, industry certifications, and college and career readiness preparation for all students. The campus has a low percentage of students in all tested EOC subjects receiving meets or masters grade level performance with 34% of the students meeting grade level performance and 7% of the students mastering grade level performance.

The funds for this grant application will be used to support a more rigorous level of instruction for students in the STEM program on the Snyder High School campus as a continuation of the efforts of the district in PK-12 STEM focused initiatives.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | Snyder ISD students' performance growth measure in 2017 scores a baseline score of 52%, which is below the state average of 61%. | STEM initiatives and inquiry-based learning strategies will be used to increase student engagement, student understanding, and ability for students to use 21$^{st}$ century skills to apply learning, leading to improved growth in student achievement and understanding. |
| 2. | The campus is not successfully addressing performance gaps for low socio-economic students (ECD) in all core subjects with a 11% gap between overall student performance and ECD student performance at the approaches grade level, 8% gap at the meets grade level, and 2% at the masters grade level. | The low socio-economic students perform at a lower success rate on high stakes testing in the district and specifically on the high school campus. Engagement levels remain low and most of the instruction observed is teacher centered. Through the professional development and STEM Coordinator, an intentional effort to improve instructional strategies and engagement activities can accomplish a classroom environment conducive to all students' learning. |
| 3. | The special populations of SHS performed significantly below the overall student group with 22% average performance for Special Education and 40% average performance for ELL students. | The special populations (SPED, ELL) students performed at a lower success rate on high stakes testing in the district and specifically on the high school campus. Engagement levels remain low and most of the instruction observed is teacher centered. Through the professional development and STEM Coordinator, an intentional effort to improve instructional strategies and engagement activities can accomplish a classroom environment conducive to all students' learning. |
| 4. | Eighteen percent of the graduating class earned postsecondary credit or certifications prior to graduating in 2017, with 56.4% of the students continuing to college following graduation. The campus has a low percentage of students in all tested EOC subjects receiving meets or masters grade level performance with 34% of the students meeting grade level performance and 7% of the students mastering grade level performance. | The dedicated STEM Coordinator would target students in the STEM pathways towards dual credit options, industry certifications, and support struggling learners and teachers in an environment with higher expectations. The expected shift in instructional focus will result in higher levels of meets and masters grade level performance leading to more students being better prepared for the transition to college. |
| 5. | English I and II EOC scores are significantly below the state average at 41% overall as compared to 61% at the state level. | The lack of student centered instruction, TEKS-aligned lesson plans, and student engagement is leading to poor outcomes on the students' ability to read and write at a level needed to be successful in a 21$^{st}$ century workplace. The grant would provide AVID instructional support for students and professional development for teachers in order to implement research-based strategies into quality lesson plans. |

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| **Schedule #14—Management Plan** | | |

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
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**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | STEM Coordinator | Master's degree in instructional technology and/or curriculum development, experience in instructional coaching, counseling, CTE, Science, or Math. Successful track record of student academic achievement in the classroom. Minimum teaching experience of 3 years or more. |
| 2. | AVID Tutors | College students in education, math, science fields of study, GPA of 3.0 or higher. Successful track record of working with teenagers |
| 3. | Family and Community Engagement | Prefer a bachelor's degree with experience in education, successful track record of working with stakeholders to achieve common goal. Ability to work in an environment with many variables |
| 4. | | |
| 5. | | |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | By the end of 2020, 30% of SHS seniors will earn 15+ college hours. | 1. | Participation rates of parents/students in info mtgs | 01/03/2018 | ongoing |
| | | 2. | Completion of program of study plans for STEM | 12/01/2017 | 3/31/2018 |
| | | 3. | Percent of graduates with dual credit hours in 2018 | 01/03/2018 | 06/01/2018 |
| | | 4. | Percent of graduates with dual credit hours in 2019 | 08/01/2018 | 06/01/2019 |
| | | 5. | Percent of graduates with dual credit hours in 2020 | 08/01/2019 | 06/01/2020 |
| 2. | By the end of 2020, 10% of SHS seniors will earn an Associate's. | 1. | Participation rates of parents/students in info mtgs | 01/03/2018 | ongoing |
| | | 2. | Completion of program of study plans for AA/AS | 12/01/2017 | 3/31/2018 |
| | | 3. | Percent of graduates with dual credit hours in 2018 | 01/03/2018 | 06/01/2018 |
| | | 4. | Percent of graduates with dual credit hours in 2019 | 08/01/2018 | 06/01/2019 |
| | | 5. | Percent of graduates with dual credit hours in 2020 | 08/01/2019 | 06/01/2020 |
| 3. | By 2019 100% of STEM seniors will complete a capstone project demonstrating knowledge in CTE/STEM. | 1. | Participation rates of parents/students in info mtgs | 01/03/2018 | ongoing |
| | | 2. | Completion of individual student graduation plans for all students with aligned capstone plans | 12/01/2017 | 3/31/2018 |
| | | 3. | Percent of graduates with capstone project complete in 2018 | 01/03/2018 | 06/01/2018 |
| | | 4. | Percent of graduates with capstone project complete in 2019 | 08/01/2018 | 06/01/2019 |
| 4. | By the end of 2020, 75% of the graduating class (CTE) will earn an industry-recognized certification. | 1. | Participation rates of parents/students in info mtgs | 01/03/2018 | ongoing |
| | | 2. | Completion of certification alignment for STEM POS | 12/01/2017 | 3/31/2018 |
| | | 3. | Percent of graduates with certifications in 2018 | 01/03/2018 | 06/01/2018 |
| | | 4. | Percent of graduates with certifications in 2019 | 08/01/2018 | 06/01/2019 |
| | | 5. | Percent of graduates with certifications in 2020 and percent of industry certifications aligned to TEA's CCR standards. | 08/01/2019 | 06/01/2020 |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

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**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On a monthly basis, the campus leadership team meets with the District Coordinator of School Improvement to review the targeted improvement plan, evaluate progress towards quarterly and annual goals, and adjust and add interventions as needed. The campus principal and the CLT are expected to report progress to the DCSI and then the group works collaboratively to address continued needs. The district leadership team monitors implementation of the district goals each month in a curriculum and data focused meeting reviewing the input from the campuses. Additionally, the Board of Trustees is given monthly updates on the progress towards annual goals and goal progress measures which are focused on student outcomes.

As interventions and adjustments are needed, the respective teams (CLT, DLT) makes recommendations for change. The changes are monitored in the same monthly review process to determine effectiveness. Student achievement is monitored through a variety of tools measuring effectiveness of the inputs including common assessment data, lesson plans, walk-through data, and stakeholder surveys. Data is tracked via a Google document called a Campus Score Card that provides campus input each 6 weeks for a snapshot of student and staff attendance, common assessment performance, discipline, walk-through data, and progress towards other campus goals.

Changes to the goals and interventions are communicated through campus professional learning communities, which each campus is required to hold with their departments/grade levels on a regular basis. Agendas and sign-in sheets are used to document topics discussed. Changes to the targeted improvement plans are also kept in a collaborative Google document that is shared with campus leaders.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder High School has been designated as a T-STEM Academy for 3 years and works with the T-STEM Coach from Educate Texas on a monthly basis. Over the past three years, the high school and junior high campuses with district support have established a STEM program targeting a wide array of students for a rigorous educational experience. Grant funds from Educate Texas and private organizations have been used to establish an AVID program at the middle school level to address needed academic intervention to better prepare students for the increased expectations of a STEM program in high school. As part of the T-STEM process, the campus participates in a self-evaluation and outside evaluation process on a regular basis.

The district has established a STEM Lab for use with all campuses in order to stimulate interest in younger students and provide all students with access to tools needed for STEM inquiry based learning. STEM and PBL expectations are built into the district level plan and are an integral part of the expectations for the Board of Trustees established goal to address college and career readiness for 100% of the high school graduates. The Board of Trustees goals are established for a three to five year term in accordance with the Lonestar Governance Guidelines.

Through campus-level STEM Coordinators (a faculty member is already in place at the middle school level) the program will remain a priority with staff members having the expectation of working with students and staff members to increase focus and awareness on the STEM CTE pathways and expectations for collaboration between core subjects and CTE courses.

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| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Percent of participation and retention/completion in CTE STEM Pathways | 1. | PEIMS data of T-STEM Cohort compared annually with growth each year |
| | | 2. | Participation rates in all CTE Pathways |
| | | 3. | 50% of the student body participating in a STEM pathway in 3 years |
| 2. | Percent of HS graduates earning industry certifications & completing coherent sequence | 1. | Number of industry certifications earned in all pathways |
| | | 2. | Number of industry certifications earned by students to indicate CCR |
| | | 3. | 50% of STEM students earning CCR industry certification |
| 3. | Percent of HS graduates earning at least 12 college hours prior to graduation | 1. | Number of students participating in dual credit classes |
| | | 2. | Number of students participating in OnRamps Program |
| | | 3. | 100% of STEM students earning at least 12 hours of college credit |
| 4. | Percent of high school graduates earning Associate's degree prior to graduation | 1. | Number of students participating in dual credit classes with goal of AA/AS |
| | | 2. | Number of students participating in OnRamps Program with goal of AA/AS |
| | | 3. | 100% of STEM students earning AA/AS degree |
| 5. | Effectiveness of implementation of student-centered, inquiry-based learning activities | 1. | Percent of staff participation in PBL/Inquiry-based training |
| | | 2. | Percent of lesson plans indicating PBL/Inquiry-based learning |
| | | 3. | 100% of all courses to show PBL implementation during school year |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a data-collection system and tracks data results each 6 weeks for all campuses. Data and outcomes are reviewed at the campus level with the campus leadership team monthly. Data and outcomes are monitored at the district level, as well as with the district leadership team monthly. The SISD Board of Trustees monitors student outcomes each month during the district board meetings.

Data is collected from the campuses and the special programs and aggregated into campus and district forms. Data is reviewed to determine if the district is on-track to meet quarterly goals and makes adjustments to interventions if not on track. If interventions are added or adjusted, the campus leadership team is responsible for communicating the changes to their respective departments.

Each campus meets with stakeholders through their site-based decision making committees as well as the CTE and STEM Advisory Boards. Data is shared with stakeholders to gain feedback on needed adjustments, which is shared at the CLT meetings. The district meets with stakeholders through the district education improvement committee and the district STEM advisory board to share data and outcomes. Interventions are also considered during these meetings. Interventions are brought back to the staff via the monthly DLT meetings.

Data collection sources include the following: PEIMS data, common assessment performance, discipline data, enrollment numbers, DMAC reports, attendance data, student, staff, and community surveys, TAPR reports, PBMAS reports, lesson plans, walk-through data, and campus observations.

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**Schedule #17—Responses to TEA Program Requirements**

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
|---|---|

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Through meetings with the local Economic Development Corporation, meetings and trainings hosted by Texas Workforce Commission including the West Texas Energy Consortium, and participation in the Texas Regional STEM Degree Accelerator partnership with Western Texas College, Texas Workforce, and Educate Texas, the district has developed targeted pathways to address workforce needs of the West Texas region. The Tiger STEA$^2$M program reflects the information gained from these partnerships as the program focuses on high wage, high demand occupations as identified in the following table.

| *Greatest Likelihood for Potential Job Openings* | % Change in Employment from 2011 to 2013 | Average weekly wage | Projections for Job Growth until 2020 | Openings Primarily From |
|---|---|---|---|---|
| **Architecture & Construction** | 33.3% | $948.86 | Above Average | Replacement |
| **Agriculture, Food & Natural Resources** | 14% | $508.19 | Average to Above Average | Growth & Replacement |
| **Health Science** | 13.2% | $840.48 | Above Average | Growth & Replacement |
| **Information Technology** | 73.3% | $1,178.11 | Average to Above Average | Growth & Replacement |
| **Manufacturing** | 32.8% | $861.79 | Average to Above Average | Replacement |
| **STEM** | Up to 60.2% based on career area | Up to $1,323.88 | Average to Above Average | Growth & Replacement |
| **Transportation, Distribution & Logistics** | 20.7% | $916.64 | Average to Above Average | Growth & Replacement |

Additionally, the added focus on Energy in the STEM program reflects the workforce needs of the Snyder area. The Energy pathway at SISD can lead to careers in the following areas: 17-2071 Electrical Engineers 17-2081 Environmental Engineers 17-2112 Industrial Engineers 17-2141 Mechanical Engineers 17-2151 Mining and Geological Engineers 17-2171 Petroleum Engineers 17-2199 Engineers, All Other, 15-1143 Computer Network Architects, 17-3023 Electrical & Electronics Engineering Technicians 17-3023 Electrical and Electronics Engineering Technicians 17-3024 Electro-Mechanical Technicians 17-3025 Environmental Engineering Technicians 17-3026 Industrial Engineering Technicians 17-3029 Engineering Technicians, Except Drafters, All Other 19-2042 Geoscientists, Except Hydrologists and Geographers 19-4021 Biological Technicians 19-4031 Chemical Technicians 19-4041 Geological and Petroleum Technicians 19-4091 Environmental Science and Protection Technicians, Including Health, 49-9081 Wind Turbine Service Technicians, 51-2022 Electrical & Electronic Equipment Assemblers 51-2023 Electromechanical Equipment Assemblers 51-2041 Structural Metal Fabricators and Fitters, 51-4011 Computer-Controlled Machine Tool Operators, Metal and Plastic, 51-4012 Computer-Controlled Machine Tool Programmers, Metal & Plastics.

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## Schedule #17—Responses to TEA Program Requirements

| | Amendment # (for amendments only): |
|---|---|

County-district number or vendor ID: 208902

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The STEM program of studies has been established with the expectation of students earning post-secondary certifications, college credits, and/or workforce experience. Figure 1 illustrates all the pathway options under the STEM umbrella that focus on Science, Math, or Energy.



Figure 1: STEM Pathways

For each pathway, students have aligned options for dual credit in both CTE and Academic pathways through a partnership with Western Texas College. OnRamps will be offered in the fall of 18-19 for students interested in options in English and US History. Certificates can also be earned in the pathways through WTC courses offered online to students. Healthcare Science, Agriculture, Manufacturing, and Architecture/Construction are also considered under the STEM umbrella.

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**Schedule #17—Responses to TEA Program Requirements**

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
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**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The following chart illustrates the crosswalk for students in STEM desiring to earn an AA or AS degree:

| WTC Course Offerings | SHS Course Crosswalk | Grade Level |
|---|---|---|
| ENGL 1302 Composition II (3 SCH)<br>ENGL 1301 Composition I (3 SCH) | English 3 | 11th |
| SPCH 1315 Public Speaking (3 SCH) | Professional Communication | 9-12th |
| MATH 1314 College Algebra (3 SCH)<br>MATH 1316 Plane Trigonometry (3 SCH)<br>MATH 2413 Calculus I (4 SCH) | Pre-Calculus<br><br>Advanced Math Studies | 11th and 12th |
| Two courses from the following:<br>BIOL 1406 Biology for Science Majors I (4 SCH)<br>BIOL 1407 Biology for Science Majors II (4 SCH)<br>BIOL 2401 Anatomy and Physiology I (4 SCH)<br>BIOL 2402 Anatomy and Physiology II (4 SCH) | Honors Biology<br><br>Anatomy and Physiology | 11th or 12th grade |
| ENGL 2322 British Literature (3 SCH)<br>ENGL 2326 American Literature (3 SCH) | English IV | 12th grade |
| ARTS 1301 Art Appreciation (3 SCH)<br>MUSI 1306 Music Appreciation (3 SCH) | Fine Arts Credit | 9th -12th grade |
| HIST 1301 United States History I (3 SCH)<br>HIST 1302 United States History II (3 SCH) | US History | 11th grade |
| GOVT 2305 Federal Government (3 SCH) Government<br>GOVT 2306 Texas Government (3 SCH) Elective | US Government<br><br>Elective | 12th grade<br><br>11th grade |
| ECON 2301 Principles of Macroeconomics (3 SCH) Economics<br>PSYC 2301 General Psychology (3 SCH) (Optional electives)<br>SOCI 1301 Introduction to Sociology (3 SCH) (Optional electives) | Economics | 12th grade |
| EDUC 1300 Learning Frameworks (3 SCH) | Elective Credit | 9th-12th grade (preferably 9th grade year) |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The following partnership will be used to fulfill the plans in this grant application:

**Snyder ISD Departments:**
- 21st Century CCL (ACE Grant)
- SISD Technology Department

**Post-Secondary Programs:**
- Western Texas College
- On Ramps Program (Texas Tech)

**State Organizations:**
- Educate Texas

**Business Partnerships:**
- Big Country Electric
- T&K Dairies
- Development Corporation of Snyder
- Cogdell Memorial Hospital
- Texas Agrilife Extension Service

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Big Country Electric Cooperative (BCEC)** has committed to support the energy pathway options under the Snyder ISD STEM umbrella. Big Country Electric is a local provider of electrical power and works with the area wind farms and oil/gas production facilities. Additionally, BCEC has recently expanded into renewable energy with the development of a solar array in Snyder.

**T&K Dairies** has committed to support the agricultural pathway options under the Snyder ISD STEM umbrella. T&K Dairies is a local agricultural leader and works closely with the FFA CTSO along with the Animal Science pathway under Agricultural Education.

Both of these businesses are involved with the STEM Advisory Committee and were invested in the district and the community.

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| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Snyder ISD is committed to the sustainability of the K-16 STEM program. The grant funds will be used to supplement additional staff needed to take the program to the next step of implementation. The funds will also be used to increase access to equipment and supplies to supplement the current investment that is being made by the district. With the grant funds being used to solidify the STEM initiatives, the expected outcome would be to increase overall student achievement. The general funds currently being used to supplement intervention instruction (tutorial teachers, summer school, credit recovery, SSI) will be redirected to the STEM program as the expectations for higher academic performance becomes more pervasive at the secondary level.

The following chart describes the potential for reallocation of funds over the three-year period as academic performance increases for all students and enrollment/participation in STEM programs increases.

| Current Resources | Estimated 199 Expense | Potential Reallocation | Estimated 199 Expense | Estimated Future Grant Sources |
|---|---|---|---|---|
| 1 ELA Tutorial Teacher | $65,000 | 1 STEM Teacher/AVID Teacher | $65,000 | |
| Summer Credit Recovery Expenses | $20,000 | AVID Tutors | $20,000 | |
| AVID Subscription Fees | Grant Funds | AVID Subscription Fees | Grant Funds | Big Country Electric Round Up |
| STEM Equipment & Supplies | $35,000 + ACE Grant Funds | Replacement STEM Equipment & Supplies | $20,000 | |
| .5 Tutorial Teacher | $25,000 | STEM Coordinator (currently district will fund 50% of STEM Coordinator position) | $25,000 | |

The long-range Lonestar Governance Plan with 5-year goals already established for district level performance ensures the continued emphasis on the use of inquiry-based learning processes, college and career readiness for all students, and the district STEM initiatives. A local accountability plan that is currently being developed also reflects the long-range expectation of continued STEM initiatives for the district. Based upon these two areas of expectations, the district will be expected to continue to support the programs financially and through quality professional development.

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## Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |
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**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The following are the identified certifications and capstone experiences identified with each program of study:

| CTE Clusters | End of Pathway Certification Options | Credential/PS | Entry Skill Level | Capstone Examples from 16-17 or Planned Capstones for 17-18 | Endorsement |
|---|---|---|---|---|---|
| Architecture & Construction | NCCER Carpentry I, NCCER Introductory Craftsman & NOCTI Career Readiness | Practicum, WTC Welding Certificate | High school degree, technical school training | Student designed model aircraft carrier for launch and built the model as a replica | Business & Industry |
| Arts, A/V & Communication | NOCTI Career Ready | WTC Communication Design Certificate, Practicum | High school degree, technical school training, 4-yr degree | Senior Portfolio or showcase in art, drama, or music | Arts, A/V, & Communications |
| Agriculture, Food & Natural Resources | Hunter's Safety, Archery, NOCTI Career-Ready Assessments | WTC Welding Certificate, WTC Turf Management Certificate, Floral Design Credential | High school degree, technical school training | Ag Science study related to the growth of bacteria in pig breeding | Business & Industry |
| Health Science | NOCTI Career Ready | Practicum through Cogdell Memorial Hospital Internship Program, WTC Medical Office Certificate | High school degree, technical school training, 4-yr degree | DNA Electrophoresis | Public Services |
| Information Technology | | WTC Computer Science Dual Enrollment | High school degree, technical school training, 4-yr degree | Computer program designed and developed by students | STEM |
| Manufacturing | NOCTI Career Readiness | Practicum, WTC Welding Certificate | High school degree, technical school training | Design and production of metal fabrications using CNC machine and plasma cutters | Business & Industry |
| STEM | | WTC Dual Enrollment in STEM, Oil & Petroleum, Wind Energy, AA or AS Degree | High school degree, technical school training, 4-yr degree | | STEM |
| Transportation, Distribution & Logistics | NOCTI Career Readiness | WTC Oil & Petroleum Certificate | High school degree, technical school training | | Business & Industry |

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| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: 208902 | Amendment # (for amendments only): |

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
**Applicants applying for Focus Area 4 must address this question.**

The district has worked diligently over the past 2 years to develop a framework of expectation for the STEM pathways and STEM initiatives from a PK through 16 program. Monthly professional learning communities (PLCs) have been held for the past 2 years training teachers on the use of project-based learning and inquiry-based learning in the classroom. The district has committed to be a one-to-one environment at the high school level and a one-to-one environment for STEM students at the junior high level. Pathways under the STEM umbrella have been developed with a coherent sequence of courses leading to options for an industry certification, dual credit certificates, internships, and/or a capstone project.

At the middle school level, the district has invested in the AVID program and an AVID/STEM Coordinator in order to increase the academic achievement for students. The district has also used the ACE program to create multiple STEM options for after-school and summer program learning opportunities for students in grades PK through 8th.

In order to complement the existing options for the STEM CTE program, the grant will be used to add the AVID program to the high school level. The addition of the High School STEM Coordinator to facilitate the continued transition to more student-centered instruction that is inquiry focused by supporting faculty with on-site professional development will provide support needed in the classroom. The STEM Coordinator will also enhance the identification of the STEM Cohort of students in the T-STEM program. By working with students and teachers for a common goal, the STEM program will continue to grow in prominence. By improving instructional quality, academic achievement will improve.

Access to expanded equipment and training will allow for the CTE teachers in the STEM pathways to create a more engaging classroom environment. The higher level of engagement will lead to greater success for students academically resulting in improved STAAR performance, increased college and career readiness, and better transitions for all students following high school as they should be more competitive in a 21st century environment.

Currently only 16.7% of the high school students take dual credit classes for both academics and CTE. In 2016-17, the high school had 5 students graduate with Associate's degrees prior to graduating from high school. Through the use of the grant funds, the expectation would be for more students to complete their Associate's degree during their high school experience. The high school is considering pursing an early college designation and the grant funds used for the STEM Coordinator would help facilitate this process.

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## Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: 208902 | Amendment number (for amendments only): |
|---|---|

**No Barriers**

| # | No Barriers | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | ☒ | ☒ | ☒ |

**Barrier: Gender-Specific Bias**

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☒ | ☒ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☒ | ☒ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☒ | ☒ | ☒ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☒ | ☒ | ☒ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☒ | ☒ | ☒ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☒ | ☒ | ☒ |
| A99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| B01 | Provide program information/materials in home language | ☒ | ☒ | ☒ |
| B02 | Provide interpreter/translator at program activities | ☒ | ☒ | ☒ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☒ | ☒ | ☒ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☒ | ☒ | ☒ |
| B05 | Develop/maintain community involvement/participation in program activities | ☒ | ☒ | ☒ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☒ | ☐ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☒ | ☒ |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | ☐ | ☒ | ☒ |
| B09 | Provide parenting training | ☐ | ☒ | ☒ |
| B10 | Provide a parent/family center | ☐ | ☒ | ☒ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☒ | ☒ |

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| Schedule #18—Equitable Access and Participation (cont.) | |
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| County-District Number or Vendor ID: 208902 | Amendment number (for amendments only): |

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☒ | ☒ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☒ | ☒ |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | ☐ | ☐ | ☒ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☒ |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☒ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☒ |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☒ | ☒ | ☒ |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | ☒ | ☒ | ☒ |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | ☒ | ☒ | ☒ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☒ | ☒ | ☒ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Gang-Related Activities**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| C01 | Provide early intervention | ☐ | ☐ | ☒ |
| C02 | Provide counseling | ☐ | ☐ | ☒ |
| C03 | Conduct home visits by staff | ☐ | ☒ | ☒ |
| C04 | Provide flexibility in scheduling activities | ☐ | ☒ | ☒ |
| C05 | Recruit volunteers to assist in promoting gang-free communities | ☐ | ☐ | ☐ |
| C06 | Provide mentor program | ☐ | ☒ | ☒ |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☒ |

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## Schedule #18—Equitable Access and Participation (cont.)

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### Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| C08 | Provide community service programs/activities | ☐ | ☐ | ☒ |
| C09 | Conduct parent/teacher conferences | ☒ | ☒ | ☒ |
| C10 | Strengthen school/parent compacts | ☒ | ☒ | ☒ |
| C11 | Establish collaborations with law enforcement agencies | ☐ | ☐ | ☒ |
| C12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☒ |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☒ | ☒ |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | ☐ | ☐ | ☐ |
| C99 | Other (specify) | ☐ | ☐ | ☐ |

### Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| D01 | Provide early identification/intervention | ☒ | ☒ | ☒ |
| D02 | Provide counseling | ☐ | ☒ | ☒ |
| D03 | Conduct home visits by staff | ☐ | ☒ | ☒ |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | ☐ | ☐ | ☒ |
| D05 | Provide mentor program | ☐ | ☐ | ☒ |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☒ |
| D07 | Provide community service programs/activities | ☐ | ☐ | ☒ |
| D08 | Provide comprehensive health education programs | ☐ | ☒ | ☒ |
| D09 | Conduct parent/teacher conferences | ☒ | ☒ | ☒ |
| D10 | Establish school/parent compacts | ☒ | ☒ | ☒ |
| D11 | Develop/maintain community collaborations | ☐ | ☐ | ☒ |
| D12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☒ | ☒ | ☒ |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | ☐ | ☒ | ☒ |
| D99 | Other (specify) | ☐ | ☐ | ☐ |

### Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| E01 | Provide early identification and intervention | ☐ | ☒ | ☒ |
| E02 | Provide program materials/information in Braille | ☐ | ☐ | ☒ |

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**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E03 | Provide program materials/information in large type | ☐ | ☒ | ☒ |
| E04 | Provide program materials/information in digital/audio formats | ☐ | ☒ | ☒ |
| E05 | Provide staff development on effective teaching strategies for visual impairment | ☐ | ☐ | ☒ |
| E06 | Provide training for parents | ☐ | ☐ | ☒ |
| E07 | Format materials/information published on the internet for ADA accessibility | ☐ | ☐ | ☒ |
| E99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | | | |
|---|---|---|---|---|
| F01 | Provide early identification and intervention | ☐ | ☒ | ☒ |
| F02 | Provide interpreters at program activities | ☐ | ☐ | ☒ |
| F03 | Provide captioned video material | ☐ | ☐ | ☐ |
| F04 | Provide program materials and information in visual format | ☒ | ☒ | ☒ |
| F05 | Use communication technology, such as TDD/relay | ☐ | ☐ | ☒ |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | ☐ | ☐ | ☒ |
| F07 | Provide training for parents | ☐ | ☐ | ☒ |
| F99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention | ☐ | ☒ | ☒ |
| G02 | Expand tutorial/mentor programs | ☒ | ☒ | ☒ |
| G03 | Provide staff development in identification practices and effective teaching strategies | ☐ | ☐ | ☒ |
| G04 | Provide training for parents in early identification and intervention | ☐ | ☒ | ☒ |
| G99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Physical Disabilities or Constraints**

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|---|---|---|---|---|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | ☐ | ☒ | ☒ |
| H02 | Provide staff development on effective teaching strategies | ☐ | ☒ | ☒ |
| H03 | Provide training for parents | ☐ | ☒ | ☒ |
| H99 | Other (specify) | ☐ | ☐ | ☐ |

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**Barrier: Inaccessible Physical Structures**

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | ☐ | ☒ | ☒ |
| J02 | Ensure all physical structures are accessible | ☐ | ☒ | ☒ |
| J99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Absenteeism/Truancy**

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| K01 | Provide early identification/intervention | ☐ | ☒ | ☒ |
| K02 | Develop and implement a truancy intervention plan | ☐ | ☒ | ☒ |
| K03 | Conduct home visits by staff | ☐ | ☒ | ☒ |
| K04 | Recruit volunteers to assist in promoting school attendance | ☐ | ☐ | ☒ |
| K05 | Provide mentor program | ☐ | ☐ | ☒ |
| K06 | Provide before/after school recreational or educational activities | ☐ | ☒ | ☒ |
| K07 | Conduct parent/teacher conferences | ☒ | ☒ | ☒ |
| K08 | Strengthen school/parent compacts | ☒ | ☒ | ☒ |
| K09 | Develop/maintain community collaborations | ☐ | ☒ | ☒ |
| K10 | Coordinate with health and social services agencies | ☐ | ☐ | ☒ |
| K11 | Coordinate with the juvenile justice system | ☐ | ☒ | ☒ |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☒ | ☒ | ☒ |
| K99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| L01 | Coordinate with social services agencies | ☐ | ☐ | ☒ |
| L02 | Establish collaborations with parents of highly mobile families | ☐ | ☐ | ☒ |
| L03 | Establish/maintain timely record transfer system | ☐ | ☐ | ☒ |
| L99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Support from Parents**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| M01 | Develop and implement a plan to increase support from parents | ☒ | ☒ | ☒ |
| M02 | Conduct home visits by staff | ☐ | ☒ | ☒ |

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**Barrier: Lack of Support from Parents (cont.)**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M03 | Recruit volunteers to actively participate in school activities | ☒ | ☒ | ☒ |
| M04 | Conduct parent/teacher conferences | ☒ | ☒ | ☒ |
| M05 | Establish school/parent compacts | ☒ | ☒ | ☒ |
| M06 | Provide parenting training | ☐ | ☐ | ☒ |
| M07 | Provide a parent/family center | ☐ | ☐ | ☒ |
| M08 | Provide program materials/information in home language | ☐ | ☒ | ☒ |
| M09 | Involve parents from a variety of backgrounds in school decision making | ☐ | ☒ | ☒ |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☒ | ☒ |
| M11 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☒ | ☒ | ☒ |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | ☐ | ☐ | ☒ |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☒ |
| M15 | Facilitate school health advisory councils four times a year | ☐ | ☐ | ☒ |
| M99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|---|---|---|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | ☐ | ☐ | ☒ |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | ☐ | ☐ | ☒ |
| N03 | Provide mentor program for new personnel | ☐ | ☐ | ☒ |
| N04 | Provide intern program for new personnel | ☐ | ☐ | ☒ |
| N05 | Provide an induction program for new personnel | ☐ | ☐ | ☒ |
| N06 | Provide professional development in a variety of formats for personnel | ☐ | ☒ | ☒ |
| N07 | Collaborate with colleges/universities with teacher preparation programs | ☐ | ☒ | ☒ |
| N99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | ☒ | ☒ | ☒ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | ☐ | ☐ | ☒ |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | ☒ | ☒ | ☒ |
| P99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☒ | ☒ |
| Q03 | Conduct program activities in community centers and other neighborhood locations | ☐ | ☐ | ☒ |
| Q99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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